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ABSTRACT

The scope and nature of teacher training programs in the Greater Washington, D.C. area are examined in this survey. The study, oriented toward statistical analysis, focuses on: (1) a historical review of surveys of teacher preparation, (2) formulation and distribution of questionnaires, (3) analysis of questionnaires, (4) a comparative analysis of the survey and significant findings, and (5) conclusions and recommendations. A bibliography, charts, tables, and questionnaires used in the survey are included. [Not available in hard copy due to marginal legibility of original document.] (RI)

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A PRELIMINARY SURVEY OF TEACHER TRAINING PROGRAMS IN MODERN FOREIGN LANGUAGES AT THE COLLEGES AND UNIVERSITIES OF WASHINGTON, D.C., MARYLAND AND VIRGINIA

BY

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I. INTRODUCTION

A. Objectives of Survey

The educational climate today is replete with signals of change. There are attempts in all areas of foreign language education for re-evaluation and re-organization of instructional approaches as well as a reassessment of present and future needs in teacher education. Since effective teacher training programs are fundamental to the success of foreign language instruction, it is an area which merits our close attention.

In February of 1969, the Committee on Teacher Training of the newly formed organization, the Greater Washington Association of Teachers of Foreign Languages (GWATFL), a constituent of the American Council of the Teachers of Foreign Languages (ACTFL), initiated a survey whose primary objective was to determine the scope and nature of teacher training programs in modern foreign languages in the Greater Washington Area.

It was considered that such an analysis which had not been done before in this area would not only define the current status of teacher preparation, but would also focus attention on the programs in the training institutions in the hopes that this would catalyze their improvement.

Furthermore, the findings, when summarized in detail, could be of use to the teacher training institutions themselves, to the state departments of education, to professional organizations, to guidance counselors, teachers and administrators.

This survey should be considered only as a preliminary attempt to collect and disseminate information about the status of the teacher training programs in Washington, D.C., Maryland and Virginia. Much more work remains to be done.

B. Status of Teacher Training Programs

What is the present status of teacher education in modern foreign languages? In April 1968, Pat Castle and Charles Jay, in a review of foreign language teacher training programs in Illinois, wrote:

> It would be an academic fraud perpetrated upon students and teachers alike, not to correct what has been until now an insidious abuse: An acceptance of dismally sub-standard foreign language teacher preparation programs in many institutions and quality programs in only a few.[1]

In a talk to the Greater Washington Association of Teachers of Foreign Languages in November 1969, Dora Kennedy, Supervisor of Foreign Languages for Prince Georges County, said:

> ... one of the most urgent changes to be effected is the change in perception on the part of some training institutions vis-à-vis the question 'What is a language teacher?' If the language staff of the institution has not been in a lower school for the last five years or more, can it produce individuals with potential suited to the schools?

She goes on to say that "since the training institution plays a large part in influencing what a language teacher is, there must be a more realistic analysis of what a language teacher must be and must do on the part of the training institution".[2]

II. HISTORICAL REVIEW OF SURVEYS OF TEACHER PREPARATION

It may be useful at this point to highlight some of the more important surveys in the last decade which concerned themselves with teacher preparation and certification. It is apparent in these studies that teacher education cannot be separated from certification since they are integral parts of one process--the production of an adequate supply of qualified teachers.

Definitive contributions in this area were made in the last decade. In 1961, a comprehensive study of certification in foreign languages was made by Anna Balakian[3] who focused attention on: 1) progress toward a more homogeneous standard of measurement of the competence of teacher applicants in the field of modern foreign languages in the various states, 2) determination of whether in this connection any of the recommendations of the MLA for the evaluation of competence had affected state certification and 3) extent to which the unqualified were still actively engaged in this teaching field.[4]

Among her most significant findings were:

1. It was impossible to determine what the minimum credit hour requirements given in the State Certification Manuals represented. Most states were in the process of raising their requirements.

2. The determination of audio-lingual competencies was left to the educationsl institutions. None of the states had established machinery for that procedure.

3. There were clearly discernible inclinations to shift the responsibility for accreditation of applicants from State Certification Boards to institutions of higher learning.

4. A number of cities enjoyed at least a degree of autonomy in their licensing. Almost without exception, their requirements for certification were more stringent than those of the state.

5. FLES teachers were primarily those who held general elementary certificates, those with endorsed secondary certificates and others with emergency certificates.[5]

It is interesting to note, regarding the Balakian study, that the same problems which beset the foreign language profession then are still very much with us today.

In 1964, the MLA under Donald D. Walsh completed a survey of the academic preparation and teaching experience, the teaching load, and the present degree of professional involvement of secondary school teachers of modern foreign languages.[6] Referring to this survey, Frank Grittner states:

> ...the key to the success or failure of schedules--flexible or otherwise--lies with the teacher and his skill--or lack of skill--as a trained professional. According to a nationwide study of teacher preparation in America, there is little cause for optimism in this direction. For, if thirty semester hours of study in a given foreign language are accepted as the equivalent of a major in that language, then less than half of the foreign language teachers in the country are teaching in their major field of study.[7]

Grittner goes on to say that in view of the facts available, it appears safe to assume that a rather large proportion of the nation's foreign language teachers are not very proficient in the languages they are teaching.[8]

One note from the Walsh survey may be of interest to those in the Greater Washington Area. Walsh states in his survey:

> In terms of the number of semester hours of preparation in the major modern foreign language, the District of Columbia is clearly in the lead, with only 1.1% of the teachers with fewer than 17 semester hours, 3.2% with 17 to 24 semester hours, and 77.4% with over 30 semester hours...the national averages were 11.3% of the teachers with fewer than 17 semester hours, 44.8% with more than 30.[9]

In 1964, under the direction of F. André Paquette, the MLA published the results of a survey of undergraduate modern foreign language teacher training programs in liberal arts colleges.[10] This was followed in 1965 by another survey, a continuation of the previous study by Paquette of undergraduate modern foreign language teacher training programs in schools and colleges of education.[11]

With the publication in October 1966 of "Guidelines for Teacher Education Programs in Modern Foreign Languages: An Exposition", compiled by F. André Paquette, a significant step forward was taken in training foreign language teachers. William Riley Parker referred to it as "an extraordinary--indeed unprecedented--collection of data" and cautioned the language profession to heed these guidelines or face a dismal future.[12] The "Guidelines" were considered a much-needed tonic for the profession and were hailed as such by concerned members

in and out of the profession. This document assessed the state of the profession, pointed up the need for new directions in current teaching programs, and presented a comprehensive framework within which new programs could be developed.[13]

In these "Guidelines", Paquette outlined and discussed the major areas that should form the basis for a sound teacher-education program. The major areas included were:

A. The preparation of the American school teacher in the area of academic specialization and professional education.

B. What is expected of modern foreign language teachers in American schools.

C. Minimal objectives for a teacher education program in modern foreign languages. Here Paquette defines the seven areas of competence in which a beginning modern foreign language teacher must be trained--aural comprehension, speaking, reading, writing, applied linguistics, culture and civilization, and professional preparation.

D. Features of a teacher education program in modern foreign languages, the characteristics of the institution which provides the students with the opportunity to acquire the seven competencies mentioned above.[14]

One of the important outcomes of the publication of the "Guidelines" was the development of a battery of tests, the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students to evaluate students

and teachers in the seven areas of competency mentioned above.

Another inestimable contribution to the upgrading of teacher education was provided by the NDEA institutes which established an entirely new model for teacher training.[15]

> These institutes reinforced what was already apparent to some in the profession; namely, that teachers were being poorly trained in existing undergraduate programs. It was now necessary to pull together the work already being done by various organizations in the area of teacher preparation and put them together in a single package which would serve as a guideline for training institutions .[16]

One of the most recent surveys of State certification practices and requirements for teachers of modern foreign languages in American schools is that done by Douglas C. Sheppard. It was started in June 1969 and published in the Foreign Language Annals of May 1970. It is an attempt not only to report the standard credit and hour requirements for various certificates and endorsements, but also to call attention to, and suggest the significance of, developments such as the "approved program" option, proficiency testing, FLES, reciprocity, licensing for differentiated staffing, and State-municipality relationships. The Modern Language Association of America last sponsored a study of this nature just ten years ago.[17]

Dr. Sheppard states at the beginning of his report:

> .....problems in various guises have plagued American education since its inception. When one reads of "new" orientations in teacher preparation and certification, ... it may seem as though 'plus ça change, plus c'est la même chose'. And yet...two things seem indisputable--

> 1) the population explosion and urbanization are forcing a change, and 2) the profession is seeking to make the change constructive. Several events of recent years show the sense of urgency with which the situation is charged.[18]

According to the Sheppard survey the following appear to characterize the current state of certification in foreign languages:

> 1. Anyone who possesses skills that are badly enough needed in a given school, or district, can be certified, if only on an emergency basis.
>
> 2. Generally speaking, the requirements for employment (not necessarily for certification) are more severe in suburban and metropolitan areas than in rural, although there is some counterbalancing force exerted by demand. A person moving from one state to another, or to certain metropolitan areas, must expect that his current certification status will not be automatically accepted.
>
> 3. ...responsibility for the precise nature of training is now largely in the hands of college and university facilities. However, not withstanding the model provided by the NDEA Institutes, as well as various guidelines from ... MLA, there is no wide-spread concensus concerning the optimum nature or implementation of teacher training programs.
>
> 4. ...the most innovative and exciting development--very limited and tentative at present--is the search for a truly different solution such as that of other professions...to encourage schools to become training centers where students, interns, practitioners, supervisors, teacher trainers, and researchers will work together.
>
> 5. Modern foreign languages---are in a state of evaluation... Taken all in all, the tenor in certification seems to be "wait and see", but the pressure of growth and educational dynamism may not permit extensive or lengthy retention of the status quo.[19]

III. FORMULATION AND DISTRIBUTION OF QUESTIONNAIRES

In order to focus attention on vital problems in the teacher training area in modern foreign languages, it was decided that a preliminary survey should be made of teacher training programs in the Greater Washington Area, under the aegis of the Committee on Teacher Training of GWATFL. In February 1969, a preliminary Questionnaire I (Appendix A) was drawn up and sent to 38 colleges and universities in the District of Columbia and Virginia. There was a total of 17 responses, 8 in the District of Columbia and 9 from Virginia. In addition, the committee members paid visits to the various District colleges to make personal contacts and to obtain information for the Questionnaire.

The State Department of Education of Maryland subsequently revised Questionnaire I and sent the revised Questionnaire II (Appendix B) to the colleges and universities in the State of Maryland. There were 10 responses originally and one additional university returned the Questionnaire II at a later date.

Subsequently, in February 1970 Questionnaire II was also sent to thirty-eight schools in the District of Columbia and Virginia.

The current analyses include the following responses:

District of Columbia -- Questionnaire I -- 8 responses

Maryland -- Questionnaire II ---------- 11 responses

Virginia -- Questionnaire II ---------- 7 responses
Questionnaire I ---------- 2 responses

Both Questionnaires I and II encompass three main areas of teacher training programs, namely A. General Information; B. Foreign Language Component of Programs; C. Professional Education Component of Programs.

IV. ANALYSIS OF QUESTIONNAIRES

A. District of Columbia: Analysis of Questionnaire I

The responses of the individual schools in the District of Columbia to Questionnaire I (Appendix A) are tabulated in Appendix C.

Part A. General Information

1. Information was requested concerning the percentage of the class graduating with a major in foreign languages in 1967, 1968, and 1969. For six of the eight schools in the District the percentage ranged from 4 to 20% and there was no indication of any increase in the percentage in the period 1967-69. A seventh school reported a higher percentage for the three years, ranging from 90-94%, while the eighth school did not answer the question.

2. The information on the percentage of foreign language majors entering into teaching with professional training which qualified them for certification was returned from five schools with a range from 0 to 100%. For each of the schools there was no increase in the percentage of these majors in the years 1966-68.

3. On the question of the percentage of foreign language majors entering into teaching with limited or no professional training in 1966 through 1968, only three schools responded. The figures for the three years ranged from 0 to 50%, with no change occurring from the period 1966-1968.

4. There was very little information returned on the question of the percentage of foreign language majors entering into teaching

on the elementary, secondary and higher levels. At the elementary level only one school replied, and the incidence from 1966-1968 was less than 5%. At the secondary level, only five schools replied, and the number ranged from 25 to 100% in 1966-68, with no appreciable change over the three years. At the higher education level, only one school replied, indicating that there were no majors at this level who entered teaching.

5. The number of students in teacher training programs in foreign languages for the year 1968-1969 was highest in French where there was a total of thirty-one students. It was second in Spanish, with a total of twenty-four students, third in German, with a total of five students, and fourth in Latin, with one student. There were no majors in Italian, Portugese, Russian, English for speakers of other languages, or any other language, in the teacher training programs for the academic year 1968-1969. These data are summarized in Table I.

6. There were "complete" teacher training programs leading to certification in four schools and two schools indicated that they had no program. Two schools had partial programs.

7. Two out of eight schools replied that they had FLES training programs. Five out of the eight schools indicated that they had a secondary teacher training program in foreign languages. There was no indication of a special training program for teachers of two-year community colleges. Two schools answered "yes"

for training of graduate teaching assistants. One of the District schools listed as having no special program for training on the elementary or secondary level had a footnote indicating that it had a MAT program on both these levels.

8. Of the seven schools which responded to the question on who is assigned direct responsibility for administering teacher training programs, three indicated that it was the Education Department and three indicated that it was a joint responsibility of the Foreign Language Department and the Education Department. One school stated that it had no program.

Part B. Content

1. The first question pertains to the number of hours in foreign language required for graduation. The information provided on this question was very sketchy. On the FLES level, in two schools, thirty-nine and forty-six hours were required in foreign language with little to no hours in linguistics. At the secondary level, in two schools, there were three and six hours required in linguistics, and in four schools the requirement in foreign languages ranged from twenty-four to forty-eight hours.

For foreign language majors "without professional training", there were three schools which required linguistics ranging from three to twelve credit hours. The requirement in foreign languages for these majors, with three schools replying, was from 36-43 hours.

There were three responses indicating that there were Master of Arts or Master of Science programs at the university. One university stated that there was an M.A. program in Language and Area Studies, an M.A. in Linguistics, and an M.A. in Language and Literature. The university listing an M.S. had two programs--one in Linguistics and one in Language and Literature.

There were no M.Ed. programs offered in the District universities. Although not all of the schools replied to the question of M.A. programs, there is at least one other university which does offer an M.A.

2. Five universities stated that a split major of two languages was permissible.

3. Four of the schools indicated that there was a Junior Year Abroad. Three of the schools replied in the negative. One school did not respond. Of those replying that they had a program, one school indicated that the program was sponsored by the institution. Languages sponsored included German, French, Spanish, Russian and Arabic. It may be noted that the percentage of foreign language majors spending the year abroad ranged as high as 40%. Three schools stated that there was a summer travel/study program in French, Spanish, German and Russian. Only three schools listed the percentage of foreign language majors abroad in 1968 and the range was from ten to fifty percent.

4. On the question pertaining to foreign language courses re-

quired for graduation, a number of entries were made in the form of a check rather than in the form of requested credit hours. No school offered clinical courses. The concentration of credit hours appeared to be in literature and in intensive foreign language. Four schools required linguistics, and one of these required twelve credits. One institution, which had a Bachelor of Arts in Languages and Area Studies administered jointly with the School of International Service, stated that courses in anthropology and area studies, including history, geography and economics, were required for the degree.

Part C. Professional Component of Program.

1. Five of seven institutions responded that there were sequences of professional education courses available so that students could obtain teaching certificates from the District of Columbia, Maryland and Virginia.

2. This item involves the number of credit hours in education which are required for graduation for students preparing to teach. There was one entry under FLES indicating that 18 hours were required. There were four responses on the secondary level, ranging from eighteen to twenty-six hours. A fifth institution indicated zero hours required. There were no entries under higher education.

3. The number of credit hours in professional education courses which are required of a foreign language major who is planning to teach is summarized in Table 2. Listed are the course areas, the range of credit hours required in FLES and on the secondary

level, and the number of the institutions which offer these courses.

No courses were offered in Psychology of Language Learning or Media (Audio-Visual). For FLES, only one school offered a course in General and Special Methods of Teaching Foreign Languages. There were six schools which required General Methods and four schools required Special Methods at the secondary level. Two institutions reported Foundations of Education as a requirement. Both Educational Psychology and Human Development were required at three schools.

4. Five schools reported that there was one cycle of student teaching. The length of the student teaching cycle was eight to nine weeks, full-day, or sixteen weeks, half-day. The supervision in four schools involves both the Foreign Language and Education Departments. One school has a supervisor who holds a joint appointment in both departments. The fifth school is listed as having a "general" supervisor of student teaching.

5. There was no provision indicated for training of cooperating teachers.

6. Only one school reported that laboratory classes were available for demonstration work in teacher training off-campus in the secondary schools of the Greater Washington Area. Three schools indicated that micro-teaching and video-taping facilities were available.

7. No schools required that students take a foreign language proficiency test for admission to teacher education.

8. Also, no school reported that the MLA Proficiency Test for Teachers and Advanced Students was required at graduation.

B. Maryland: Analysis of Questionnaire II

The revised survey is divided into three parts. Part A encompasses three primary questions pertaining to general information; Part B - four general questions pertaining to the foreign language component of programs offered; Part C - has nine categories of questions covering various aspects of the professional component of the program. The responses of the individual schools in Maryland to Questionnaire II are tabulated in Appendix D.

Part A. General Information

Eleven of the universities and colleges in Maryland surveyed completed and returned the questionnaire. Nine of these were at the undergraduate level. A tenth school reporting both undergraduate and graduate programs reported only for the period 1969-70. The eleventh institution reported only on its Master of Arts in Teaching (MAT) program which provides initial teacher training for liberal arts graduates.

It is of particular interest that in all of the institutions which responded there was no official Foreign Language in Elementary School (FLES) program.

1. The listing of bachelor degrees awarded in 1966-1967, 1967-1968, and 1968-1969 for the nine universities and colleges

reporting and the number of students qualified for certification and who entered the teaching profession are included in Appendix D. The data are shown graphically in Figure 1 in terms of absolute numbers and on a percentage basis.

In the three academic years covered in the survey, there was a definite increase in the number of students to whom bachelor degrees were awarded who majored in foreign languages. This increase was evident in only five of the nine institutions polled; nevertheless, the total number of students rose from an enrollment of 73 in 1966-67 to 117 in 1968-69. Despite the total increase in the number of degrees awarded, there was not a marked increase in the number of students who qualified for certification and entered the teaching profession. This figure went from 31 in 1966-1967 to 38 in 1968-1969. Because there was an increase in the number of degrees awarded and no marked increase in the number of students qualified for certification, there was an actual decrease in the percentage of students qualified for certification who entered the teaching profession. The percentage went from 42.5% in 1966-67 down to 32.5% in 1968-69.

It may be noted that the one institution having the Master of Arts in Teaching (MAT) Program also showed a decrease in the number of students who entered the teaching profession in these

three years. The one school reporting for 1969-70 had the highest number of degrees awarded (57), and all of these students were certified and entered the teaching profession.

2. The number of junior and senior students for the 1968-69 (nine schools) who had a foreign language major and who were enrolled in a teacher education program is listed in Appendix D and the data are summarized in Table 1. French had the highest number (79) of all the languages, Spanish was second (33), German was third (12) and Latin (2) and Italian (1) fourth and fifth. There was only one student enrolled in English for Speakers of other Languages (ESOL).

The institution reporting for 1969-70 had a similar distribution of student enrollment: 34 in French, 19 in Spanish, 3 in German and one in Latin.

3. The administrative mechanism for the teacher education programs in foreign languages was examined here. This was studied for FLES, secondary and graduate assistants. There were no programs in either FLES or graduate assistants listed in the nine institutions. The analyses, therefore, involved only the secondary level. Of the nine institutions which had secondary teacher education programs in foreign languages, seven reported that these were administered jointly by the Education and Foreign Language Departments. The other two reported that these programs were

administered by the Education Department. The MAT program was administered by the Education Department at the graduate level. The school reporting for 1969-70 stated that the administration of teacher education at the FLES, secondary and graduate assistant levels, was in the Education Department.

Part B: Foreign Language Component of Programs Offered

1. In the listing of the number of credit hours for each degree program offered at the undergraduate level, four out of nine institutions reported that they required some credit hours in Linguistics for a secondary foreign language degree program. For these schools, the number of hours were from 2-3 credit hours in the Teacher Education category. In the Non-Teacher Education category, there were only two entries and both of these showed 3 hours of linguistics required. It should be noted that in the Linguistics group one of the schools reported 3 credits as a "course in English" in both the Teacher and Non-Teacher categories. The number of credit hours required in foreign language studies for undergraduate students with a foreign language major enrolled in a secondary level teacher education program ranged from 24-36 credit hours (average 28 credit hours). One additional entry appeared to involve a typographical error. The number of credit hours required in foreign language studies for undergraduate students with a foreign language major in a Non-Teacher education program ranged from 24 to 33 credit hours (average 31 credit hours) for 5 schools reporting. The sixth school again appeared

to have an erroneous entry. There were no students enrolled in a graduate program in Linguistics for either an M.Ed. or M.A. The school reporting for the year 1969-70 indicated that there was an M.Ed. in foreign language education consisting of 15 hours in foreign language, 15 hours of education courses, or an M.A. consisting of a 30 credit hour program in foreign languages. It also reported the addition of a TESOL course as optional for foreign language majors which eventually may become a requirement. A course in bilingual education is being planned for the spring of 1971. The same institution is offering a Ph.D. in foreign language education. As of July 1970, there were 50 active candidates for advanced degrees: 42 for the M.Ed. and 8 for the Ph.D.

2. This question involved credit hours required of a foreign language major who plans to teach. Of the eight areas of study, there were no credit hours required in two of the categories, namely clinical courses and anthropology. The emphasis appeared to be greatest in literature. Five schools of the nine listed credits ranging from 6-24 in literature. There were only 3 schools with intensive foreign language courses. For the four schools with linguistics courses, the credit hours were from 2-3. The data show that there were little to no credit hours required in area studies either in English or in a foreign language.

3. For the 9 undergraduate and one graduate school reporting, 7 indicated that they did allow a double foreign language major.

Two indicated that they did not allow this, and one school failed to respond.

4. For the ten schools having undergraduate programs, the majority of foreign language majors who participated in a travel/study program in their junior year of college either during the school year 1967-68 or in summer travel/study programs 1968 were majoring in French. For the junior year abroad 1967-68, there were 18 French majors, 6 Spanish majors, and 2 majors in German. In the summer travel/study program there was a total of 15 French majors, 10 Spanish majors, 1 German major, and 1 Russian major.

Part C: Professional Component of Program

1. In answer to the question: "Do professional education courses include an optional sequence which would enable a graduate to qualify for a teaching certificate in either Washington, D.C. or Virginia?", 7 institutions out of 11 reported in the affirmative. Two schools responded negatively, and two failed to reply to the question.

2. The number of credit hours in professional education courses required of a foreign language major who plans to teach are summarized in Table 3. For each of the course areas the number of credit hours required and the number of colleges and universities reporting are listed. There were no entries in

nine schools for the FLES program. All entries were for secondary education. In the nine institutions, 1 2/3 to 3 credit hours in Special Methods for Teaching Foreign Languages were required. Eight institutions had Foundations of Education (2 - 3 1/3 credit hours). Seven of the schools required Educational Psychology (3 - 3 1/3 credit hours). Six of the schools reported General Methods for Teaching (2 - 3 1/3 credit hours). Four offered Media (Audio-Visual), (1 - 3 credit hours). Three offered Human Development (3 hours). In the category listed as "other", the following were included: Evaluation in Education (2 credit hours), Curriculum in Secondary Schools (2 credit hours), Introduction to Education (1 credit hour), and Principles of Education (3 credit hours). No school offered a course in Psychology of Language Learning. The MAT program required a total of 12 hours of professional education courses. One school offered a course in Special Methods for Teaching Foreign Languages in FLES.

3. For the student teaching program, all of the eleven schools reported that they had a student teaching cycle on the secondary level and one school had a student teaching program in FLES. The length of the cycle ranged from 6 to 16 weeks. The latter (16 weeks) was required in the MAT Program. The length of the day ranged from 5 to 8 hours and all of the programs were full-time (one was 4 full days per week).

Of the eleven schools, only one designated the Department of

Foreign Languages as supervising student teaching. Six institutions reported the Education Department as doing the student teaching supervision. The remaining four schools had joint supervision of the student teaching by the Education and Foreign Language Departments.

4. There was no provision for preparing graduate students to teach undergraduate courses in ten of the institutions. One other institution replied that it did have such a provision.

5. Regarding programs for training cooperating teachers, nine of the schools answered "no" while two schools answered in the affirmative, indicating that workshops were held during the year for this purpose.

6. The use of simulated experiences, e.g. video-tape recordings, etc., as part of the teacher education program were available at all but three schools. One of the institutions answering "yes" indicated that some micro-teaching was done in the methods course with the use of tape recorders and that it planned to use video equipment when funds became available.

7. Laboratory classes were available for demonstration work in the teacher education program in three of the schools on campus. In 6 schools, they were available off campus and in two schools, they were not available.

8. There were three schools which stated that students were required to take an oral proficiency test in a foreign language

before being accepted into a teacher education program for the secondary level.

9. Only one school indicated that the students were required to take the MLA Proficiency Test for Teachers and Advanced Students before graduation. One of the schools which answered negatively indicated that it planned to start giving the MLA Proficiency Test the following year.

C. Virginia: Analysis of Questionnaire II

Questionnaire I was returned by nine colleges and universities; two of these nine failed to fill out the questionnaire. When Questionnaire II became available in February 1970, it was sent to the schools in Virginia; seven responded. In view of the more satisfactory nature of the data provided in the Questionnaire II, the analysis of the teaching training program in Virginia was made with seven schools. Two additional schools which had filled out only Questionnaire I, were added to make a total of nine. The detailed data are summarized in Appendix E for Virginia colleges and universities.

Part A. General Information

1. The listing of the bachelor degrees awarded from 1966-67 - 1968-69 for the 7 universities and colleges which filled out Questionnaire II and who entered the teaching profession are shown in Figure 2. There was a marked increase in the total number of bachelor degrees awarded with a major in foreign languages in the three years. But there was only a moderate

increase in the number of students who majored in foreign languages and who entered the teaching profession. As a result, for this period, there was an actual decrease in the percentage of students who qualified for certification and entered the teaching profession. Two schools reported that they had a FLES Program.

2. The number of students with a foreign language major also enrolled in a teacher education program in 1968-69 is listed in Table I. The greatest number of students was in French. There were 94 in French, 92 in Spanish, 12 in Latin, 4 in German, and 1 in Greek. There were no students enrolled in ESOL.

3. Six schools reported having both the Foreign Language and the Education Departments administering the teacher education program in the secondary schools. Two schools said the Education Department administered the program. One school reported that it had a partial program for training graduate assistants.

Part B. Foreign Language Component of Programs Offered

1. There were no entries under Linguistics for those who were going into teacher education programs on any level. However, one school stated in an accompanying letter that general linguistics, as well as applied linguistics, was offered to those who were entering teacher education. For foreign language requirements in undergraduate programs, the one entry in FLES indicated 20

credit hours. For the secondary level for those who were in teacher education, in four schools the credit hours ranged from 15 to 42. In non-teacher education, the range was from 24-42 credit hours in foreign language. Although there were no entries for graduate programs, one school reported in a letter that it had an MAT program and that a large majority of its students were enrolled in M.A. or Ph.D. programs.

2. With reference to the credit hours required of a foreign language major who plans to teach, intensive foreign language courses ranged from 12 to 30 hours; advanced conversation ranged from 3 to 6 hours; advanced composition was from 3 to 6 hours; literature was from 6 to 18 hours; civilization from 2 to 3 hours; and one entry under linguistics listed as "optional". There were no requirements in clinical or anthropology courses. Three schools listed that there were courses in area studies.

3. Four schools indicated that a double major was allowed; four schools responded "no", and one did not reply.

4. Regarding the number of foreign language majors participating in travel/study programs such as the Junior Year Abroad - 1967-68, the total number of students listed was 6 in French, 4 in Spanish, and one in German. Summer travel and study 1968, listed 5 in French, 7 in Spanish, 4 in German.

Part C. Professional Component of Program

1. In response to whether professional education courses included an optional sequence to enable a graduate to qualify for a teaching certificate, five replied in the affirmative for Washington, D.C. and eight in the affirmative for Virginia.

2. The number of credit hours required of a foreign language major who plans to teach are tabulated in Table 4. Two schools listed a fairly complete educational course sequence for FLES. There were no courses required in Media (audio-visual) or psychology of language learning for any of the schools on this level.

For the secondary level, the credit hours ranged from 2 to 6 with the exception of psychology of language learning, for which there were no entries (Table 4).

3. Under information regarding the student teaching program, there were two schools which offered student teaching in FLES for a length of eight weeks. Both schools reported seven hours full-time student teaching; supervision was by the Education Department.

There were eight schools reporting a student teaching cycle on the secondary level which ranged from 8 to 17 weeks. These were either full or part-time programs. One of these was administered by the Foreign Language Department, five by the Education Department, and two by both the Foreign Language and the Education Department.

4. In reply to the question of whether there were provisions for preparing graduate students to teach undergraduate courses, one reply was "yes", and 5 replies were "no".

5. Seven schools reported that there were no provisions for training cooperating teachers.

6. Simulated experiences were listed as "yes" by three schools and "no" by five schools.

7. Two schools stated that there were laboratory classes available for demonstration work on teacher education programs. Five schools reported that no laboratory classes were available.

8. Only one school required an oral proficiency test for acceptance into teacher education on the FLES level. On the secondary level, one reply was "yes" and six replies were in the negative.

9. In regard to the requirement of taking the MLA Proficiency Test for Teachers and Advanced Students before graduation, three schools on the FLES level and eight schools on secondary responded negatively. One of the eight schools, however, strongly recommended that the MLA test should be required.

V. COMPARATIVE ANALYSIS OF SURVEYS AND SIGNIFICANT FINDINGS

There are certain similarities and differences in the data obtained in the District of Columbia, Maryland, and Virginia.

1. In Maryland and Virginia there was an overall increase in

the number of students majoring in foreign languages from 1966-1969. The number of these students who qualified for certification and entered the teaching profession, however, did not increase proportionately. As a result, there was actually a decrease in the percentage of students who went into teaching. In the District of Columbia the percentage of the class graduating with a major in foreign languages and the percentage of those who went into teaching with certification remained relatively constant in these same three years. Thus, there was no appreciable increase in the overall number of students who went into teaching of foreign languages.

2. In the District. Maryland and Virginia in 1968-1969, the majority of junior and senior foreign language majors enrolled in teacher education programs had chosen French as their major. Spanish was second. In the District and Maryland, German and Latin were third and fourth; in Virginia, Latin was third and German fourth. It is interesting to note that in all three areas, only one student was listed as majoring in ESOL and enrolled in a teacher education program.

3. Of the twenty-eight institutions which returned the survey form, four had FLES programs. Three of these four programs were administered by the Education Department.

4. At the secondary level, the administration of the Teacher Education Programs was predominantly a joint responsibility of the Foreign Language and Education Department.

5. In the District, Maryland and Virginia, there was no emphasis on linguistics as a requirement for an elementary or secondary foreign language degree. One university inthe District, however, did require four semester courses in linguistics for a foreign language major.

6. The greatest number of credit hours for foreign language majors who planned to teach appeared to be in the areas of intensive foreign language courses and literature.

7. Area studies in either English or in a foreign language were taught in very few schools.

8. A double foreign language major was permitted in the majority of the schools.

9. The majority of foreign language majors who participated in a travel/study program in their junior year of college (either during the school year 1967-68 or during the summer of 1968) studied French. There were also language majors who participated in Spanish, German, Russian and Arabic study programs.

10. Most of the schools surveyed provided an optional sequence to enable a graduate to qualify for a teaching certificate in Maryland, Washington, D.C., and Virginia. However, one major university in the District which did not offer the professional

education courses to enable its students to qualify for certification, indicated that in the following school year it was instituting the necessary courses to make certification possible. This was one of the direct results of the present survey.

11. The number of professional education credit hours required of a foreign language major who plans to teach appeared to be relatively uniform in Maryland, the District and Virginia. There was a paucity of required credit hours in media (audio-visual) and psychology of language learning.

12. In the three areas surveyed, there was a similarity in the length of the student teaching cycle and the number of weeks of student teaching.

13. In general, there was little provision for preparing graduate students to teach undergraduate courses.

14. Only two of all the institutions surveyed had provisions for training cooperating teachers.

15. There was a significant number of schools which did not use simulated experiences and did not provide laboratory classes for demonstration work as part of their teacher education program.

16. Most of the schools reporting did not require that the students take an oral proficiency test in foreign language before being accepted into the teacher education program.

17. Only one school reported that the students are required to take an MLA Proficiency Test for Teachers and Advanced Students

before graduation.

VI. CONCLUSIONS AND RECOMMENDATIONS

The present survey has served to focus on the fact that, in general, there is little evidence of the existence of clearly-formulated, well-implemented teacher training programs in the areas studied. Despite the fact that four years have passed since the publication of Paquette's "Guidelines," which outlined minimal objectives for a teacher education program in modern foreign languages, very little progress has been made in the realization of these objectives in the institutions surveyed.

While the survey has indicated that the teacher training programs as a whole need to be overhauled, it has highlighted particular glaring weaknesses in current programs in the areas of curriculum and professional preparation. Also revealed by the survey, is the conspicuous lack of teacher training programs in new and relevant areas, such as bilingual education, Tesol, Teaching of the disadvantaged, etc.

A. CURRICULUM

First, in the area of curriculum, while literature was emphasized in most teacher training programs, courses in area studies, advanced conversation and composition, and linguistics were sorely neglected. The survey has pointed out that the student, in general, takes too few courses to adequately prepare him for his teaching needs. However, even within the present course load, curricular changes should be made placing more emphasis on content courses in the foreign language--

for example, history, geography, economics, etc. Future teachers should be given training to teach social studies-oriented courses in the foreign language with emphasis on the contemporary world. To this end, the universities should offer interdisciplinary degree programs which permit combined majors such as language and area studies, language and social studies, etc.

In the curriculum, often the fundamental skills acquired in the beginning years of language study go down the drain in the last two years when the beginning teacher needs these skills the most. Therefore, advanced conversation and composition courses should be continued thoughout the last two years of training to maintain proficiency in these areas. Immediately prior to the student teaching cycle, the potential teacher should take a thorough grammar review course in the language he is preparing to teach. Furthermore, he should be required to practice whatever taped materials that are being used in his assigned school in advance of his practice teaching to refresh his audio-lingual skills.

In addition to training in area studies and the four skills, the foreign language major who enters teacher education should be required to take a prescribed number of credit hours in linguistics to enable him to apply to language teaching an understanding of the phonology, morphology and syntax of the language he is teaching contrasted with that of English.

Study and travel abroad should be made as an integral part

of the teacher training sequence. And why must it always be the Junior Year Abroad? Perhaps an earlier exposure to such language immersion would be advantageous. Credit hours acquired in this manner in carefully selected and supervised programs should be given extra weight and consideration by the training institution as well as by state certification officials. Study and travel abroad should be encouraged not only for teacher candidates but also for inservice refresher and retooling purposes. Credit for travel abroad ought to be given in lieu of university course credits.

B. Professional Preparation

In the area of professional preparation for teaching, the survey has indicated that the course offerings were exceedingly limited. In most cases, the prospective teacher was given only a general methods course, some training in foundations of education, and practice teaching. Conspicuously missing were courses in the use of the new media (such as audio-visual equipment and materials) training in the psychology of language learning, early introduction to field experiences, simulated classroom experiences (video taping, micro-teaching, etc.) and laboratory demonstration classes on and off campus.

The methods courses currently being offered at most teacher training institutions must be revamped. An expanded course in methods should be offered. One full semester before student teaching would be preferable to the shorter sequences which are now available. The student teaching cycle could then be lengthened to

at least a full semester. The methodology courses should be taught by persons who have had recent experience in the elementary or secondary levels of foreign language instruction, preferably a coordinator or joint appointee of the Foreign Language Department and the Education Department.

Fundamental to the effectiveness of the methods course is its relation to what goes on in the real classroom. So, the methods course must be taught within this context of experience. The field experiences should be concurrent with the methods course. One university in the District places the student teacher in the assigned school at the very beginning of the semester for three half days of field experiences while two days are spent in the methods course at the university. This is done for six weeks, after which the student teacher begins his full time student teaching for nine weeks. During these nine weeks, there is a weekly seminar back at the university to discuss "ongoing", "real" problems, etc. Micro-teaching using video-tape feedback procedures are used for student self-evaluation and improvement.

The field experiences include observation of model teachers in various counties and on different levels of instruction as well as intervisitation of the student teachers themselves. Specialist teachers are invited to the university to show the use of the new media and to demonstrate effective new techniques. Films demonstrating the techniques of teaching modern foreign languages are regularly

used as part of the course.

The teacher training institutions in collaboration with county and state education officials should develop and make available to its trainees video-tapes of outstanding teachers teaching specific skills. Such a video-tape bank using a compatible system for viewing would be an invaluable asset to the methods course in any university.

Also, the methods course should stress techniques of teaching foreign languages on the upper levels of foreign language teaching as well as those used on levels I and II.

It is generally agreed that actual experience in the classroom is one of the most valuable and indispensable aspects of teacher preparation and yet this experience in the form of practice teaching now comes near the end of the student's career. Is there anything sacrosanct about having these field experiences during the fourth year at the university? Students who show an interest in being foreign language teachers could start as early as their freshman or sophomore years to act as teacher internes or aides for a limited number of hours per week with a gradual build-up to the total student teaching experience in the final year at school. At the same time, the courses in educational theory, methodology, human development, etc., would be taught in the context of experience. This would fulfill the needs of the so-called "new" student to find relevancy and meaningfulness in his education. As Joseph Axelrod states:

> One of the apparent weaknesses of teacher training programs is the lack of relevance of the program to what actually takes place in the classroom. This is true of both the academic and professional preparation in the college program.[20]

Greater flexibility should be shown by teacher-preparing institutions in regard to special projects with ethnic groups in the areas near the schools. These community-oriented programs are as fully deserving of credit hours as the so-called "traditional" courses. Wherever possible, teacher trainees should be encouraged to participate in student-community projects such as "Proyecto Amistad" ("Project Friendship") which has been in operation at one university in the District for three semesters and which will be started at three other universities in the fall of 1970. The "Proyecto" serves a dual purpose of improving the language skills of Spanish majors while helping to orient recently-arrived Cuban immigrants to our American culture. Programs of this nature offer prospective Spanish teachers who cannot travel abroad an invaluable contact with the foreign culture. With proper structuring and efficient co-ordination with the schools and social service agencies in the area, the "Proyecto" students could be used as teacher aides in bilingual or TESOL programs.

In general, school systems and teacher training institutions agree that the time devoted to student teaching, the most important phase of the prospective teacher's training, is at best inadequate or minimal. Attempts must be made to increase both the quality and the quantity of supervised teaching.

It is essential that the prospective teacher be required to take an oral proficiency test before being admitted to a teacher education program. This would eliminate the oft-heard complaint from veteran cooperating teachers that the student teacher was so poorly prepared in the fundamental skills that she (the cooperating teacher) had to train the student teacher in these skills before allowing her to take over the class.

Another area which begs for improvement is the placement system of student teachers. These trainees are often assigned to cooperating teachers who lack the necessary skills and teaching techniques needed by the prospective teacher. Greater coordination between placement agencies in the schools and the Department of Education in the universities is needed. The county foreign language supervisors who are more familiar with the teaching competencies of their teachers should be directly involved in making recommendations for student-teacher assignments to the best cooperating teachers.

Provisions should also be made for training cooperating teachers in workshops. These should be a collaborative effort of area schools and the universities. The university trainers of teachers could benefit themselves by visiting elementary and secondary schools to "keep in touch" with current needs at these levels.

Another factor that requires close examination, since it is so crucial to the student teaching process, is the supervision of

student teaching. There is something inherently uneconomical in the one-to-one relationship of the university supervisor to the student teacher. Teacher education centers where several student trainees can work under the supervision of a team of highly competent teachers, with a coordinator who is responsible to both the schools and the university, is one possible solution to this problem. Some universities in the Greater Washington Area have already started this type of co-operative program.

Another aid to supervision could be the use of interaction analysis techniques. Interaction analysis and use of observational systems in foreign language supervision have enabled teacher trainees and supervisors to describe more accurately a good teaching model. The use of interaction analysis should be used to bring about a change in the student teacher behavior. Micro-teaching is another indispensable aid to the supervisor. If successfully employed before practice teaching, it would greatly reduce the need for many supervisory visits.

In addition to the changes in professional preparation requirements, the MLA Proficiency Tests for Teachers and Advanced Students, or some equivalent, should be given to all prospective foreign language teachers soon enough before graduation from college in order to allow for remedial courses. This would be a means of assuring greater language competence on the part of the beginning teachers. Although there have been some problems in the administration and the use of the tests, the advantages would still outweigh the disadvantages. The Tests would be a means of compelling the training institutions to upgrade the foreign language proficiency of our future teachers.

Properly employed, these tests can provide an effective tool not only for preliminary selection but also for diagnosing teacher strengths and weaknesses in order to plan inservice training.

In addition to their diagnostic function, the MLA tests would have a particular use for native speakers who would thereby have an objective means of demonstrating their proficiency and who could not otherwise meet certification requirements.

Wherever feasible, a performance test for teacher candidates in a "live" classroom would be advisable for hiring purposes. This may become necessary as greater selectivity results from an oversupply and a lower demand for foreign language teachers. The use of the performance test would be another means of forcing the upgrading of the quality of teacher training.

Before giving permanent status to our beginning teachers, there should be at least one year's experience required under the tutelage and guidance of a master teacher or teaching team. This type of internship, properly supervised, would eliminate costly misjudgments in teacher selection. No matter what other objective measuring instruments we have, the performance of the teacher in the classroom, is, in the last analysis, what counts the most. This type of apprentice training or internship comparable to other professions i.e. medicine, is gaining favor in some parts of the country.

The training institutions should attempt to follow up their

recent teacher graduates to determine how effective their teacher preparation has been. Only when the beginning teacher is completely on her own can she really evaluate how good her training has been.

C. New and Relevant Areas

Because of the national interest in bilingual education, as well as the current needs of the large population of Spanish speakers in the Greater Washington Area, colleges and universities should provide special training, pre-service and in-service, to those individuals who wish to teach in a bilingual program. This would require a revamping of current curricular offerings.

Native Spanish speakers who plan to teach in a bilingual program should be offered an orientation course in the functioning of an American school in addition to the regular professional preparation courses appropriate to their level of teaching.

It is of interest to mention that very recently one of the District colleges was given an appropriation of $100,000 by the U.S. Office of Education to initiate a bilingual program to train native Spanish speakers so that they might qualify as Spanish teachers on the elementary level in the public schools of Washington, D.C.

Strong moves should also be made in the direction of certification of TESOL teachers. Along with a regular sequence of academic subject matter and professional education courses, teacher candidates in TESOL programs should be required to take a course in The Phonology and Grammar of American English as well as one in TESOL Methods. It should be noted that in Maryland an advisory committee has recently drawn

up a tentative list of Proposed Standards for original certification in TESOL. Also the Maryland State Department of Education has already set up a suggested outline for TESOL guidelines. These are moves in the right direction.

Another area, FLES (Foreign Languages in the Elementary School), has not received adequate attention. The sequence of professional courses for teachers of FLES should be every bit as sound and as complete as that of programs for the training of secondary school teachers of foreign languages.

Areas which need attention and for which teacher trainers must make provisions are: 1) Teaching the disadvantaged, 2) Individualization of instruction and 3) Teaching of Reading among others.

A program now in use at the University of Nebraska uses an approach to teacher training based on the systems model proposed by Banathy[21]. It attempts to integrate into a workable package as many new approaches to training teachers of foreign languages as possible. This leads the student through various phases, which include:

1. The learning of interaction analysis as an observational tool.
2. The training in the use of audio-visual equipment and the new media.
3. Observation of good teaching models.
4. Analysis of audio-lingual principles.
5. Exposure to a previously unknown language through audio-lingual techniques.

6. Analysis of the psychology of language learning and the language learner.

7. The Systems approach to instructional planning.

8. Micro-teaching.

9. Closely supervised practice teaching.

10. Video-taping and audio tapes used in micro-teaching and practice teaching.[22]

Innovative and fresh approaches, then, are coming, although little evidence is available that these are affecting our local picture of teacher training.

Although there is a lack of significant research in all areas of teacher preparation and there is a need to test the theories which do exist, the American Council on Teaching of Foreign Languages (ACTFL) and the Educational Resources Information Center (ERIC) have given the foreign language profession a much-needed boost in the direction of increased distribution of what significant research there is in all phases of teacher training.

However, despite these rumblings of change, much remains to be done if the renascance of interest in foreign languages of the last decade is not to be followed by a decline in the '70's. We cannot afford any further delay.

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TABLE I

Number of students with a foreign language major also enrolled in a teacher education program.

1968-1969

	Washington, D. C. Number	Maryland Number	Virginia Number
French	31	79	94
Spanish	24	33	92
German	5	12	4
Latin	1	2	12
Italian	0	1	0
Portugese	0	0	0
Russian	0	0	0
Hebrew	0	0	0
Greek	0	0	1
TESOL	0	1	0

TABLE 2

The number of credit hours in professional education courses which are required of a foreign language major who is planning to teach.

WASHINGTON, D.C.

COURSE AREAS	Range of Credit Hours Required		Number of Colleges or Universities
	FLES	Secondary	
General methods for teaching	2	2-4	6
Special methods for teaching foreign language	2	2-3	4
Foundations of education (social, historical, philosophical, etc.)	-	6	2
Media (A-V)	-	-	-
Educational psychology	-	2-3	3
Human development (adolescent, child)	-	2-3	3
Psychology of language learning	-	-	-
Other	-	-	-

TABLE 3

The number of credit hours in professional education courses which are required of a foreign language major who is planning to teach.

MARYLAND

COURSE AREAS	Range of Credit Hours Required		Number of Colleges or Universities
	FLES	Secondary	
General methods for teaching	-	2 - 3-1/3	6
Special methods for teaching foreign language	-	1-2/3 - 3	9
Foundations of education (social, historical, philosophical, etc.)	-	2 - 3-1/3	8
Media (A-V)	-	1-3	4
Educational Psychology	-	3 - 3-1/3	7
Human development (adolescent, child)	-	3	3
Psychology of language learning	-	-	-
Other: - Evaluation in education		2	1
Curriculum in secondary schools		2	1
Introduction to education		1	1
Principles of education		3	1

TABLE 4

The number of credit hours in professional education courses which are required of a foreign language major who is planning to teach.

VIRGINIA

COURSE AREAS	Range of Credit Hours Required		Number of Colleges or Universities
	FLES	Secondary	
General methods for teaching	3	3	4
Special methods for teaching foreign language	3	3-6	3
Foundations of education (social, historical, philosophical, etc.)	3-6	3-6	6
Media (A.V.)	0	2-3	2
Educational Psychology	3	2-3	4
Human development (adolescent, child)	6	2-6	5
Psychology of language learning	0	0	-

FIGURE 1: NUMBER AND PERCENT OF STUDENTS WITH BACHELOR DEGREE IN A FOREIGN LANGUAGE WHO QUALIFIED FOR CERTIFICATION AND ENTERED THE TEACHING PROFESSION
MARYLAND

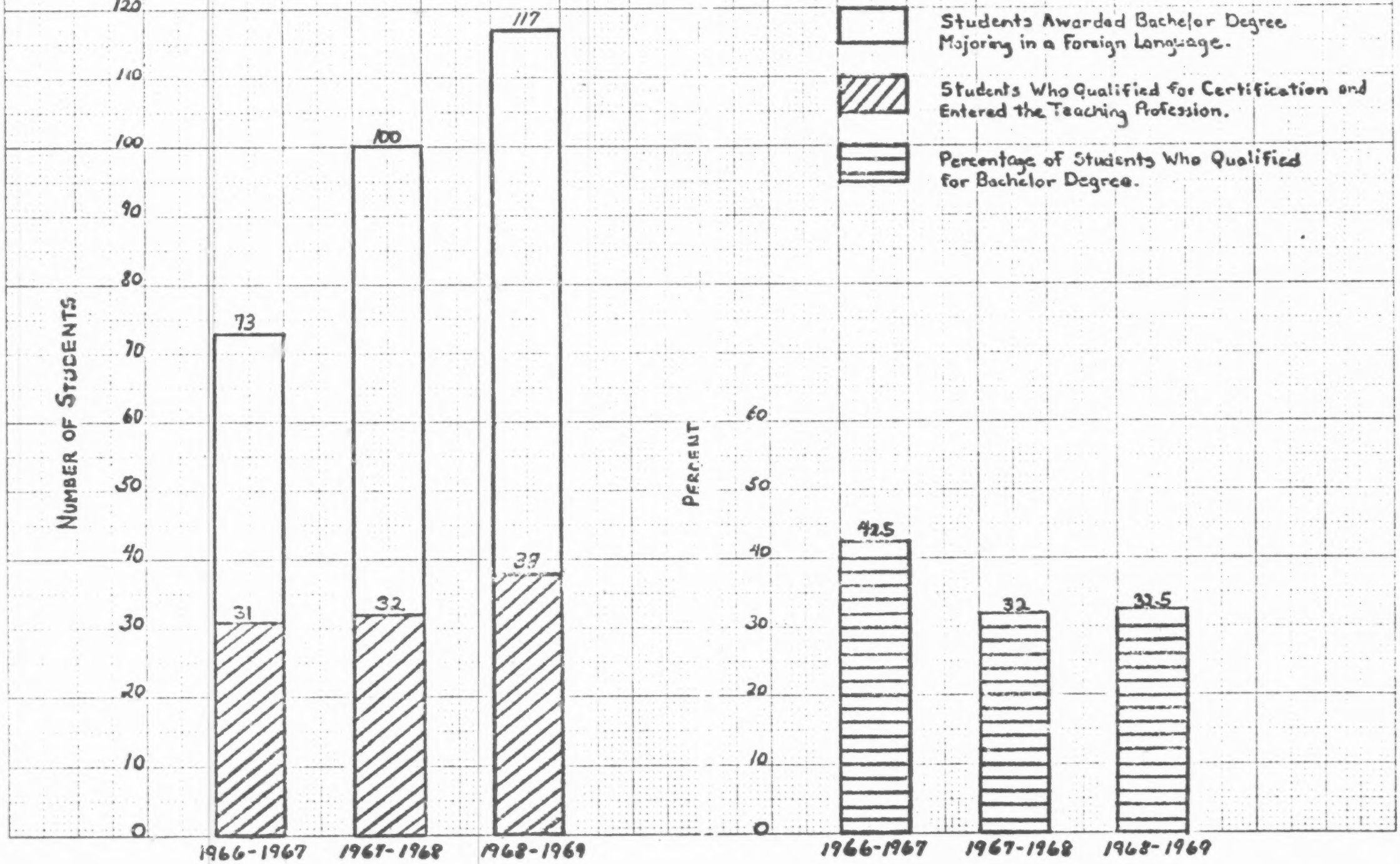
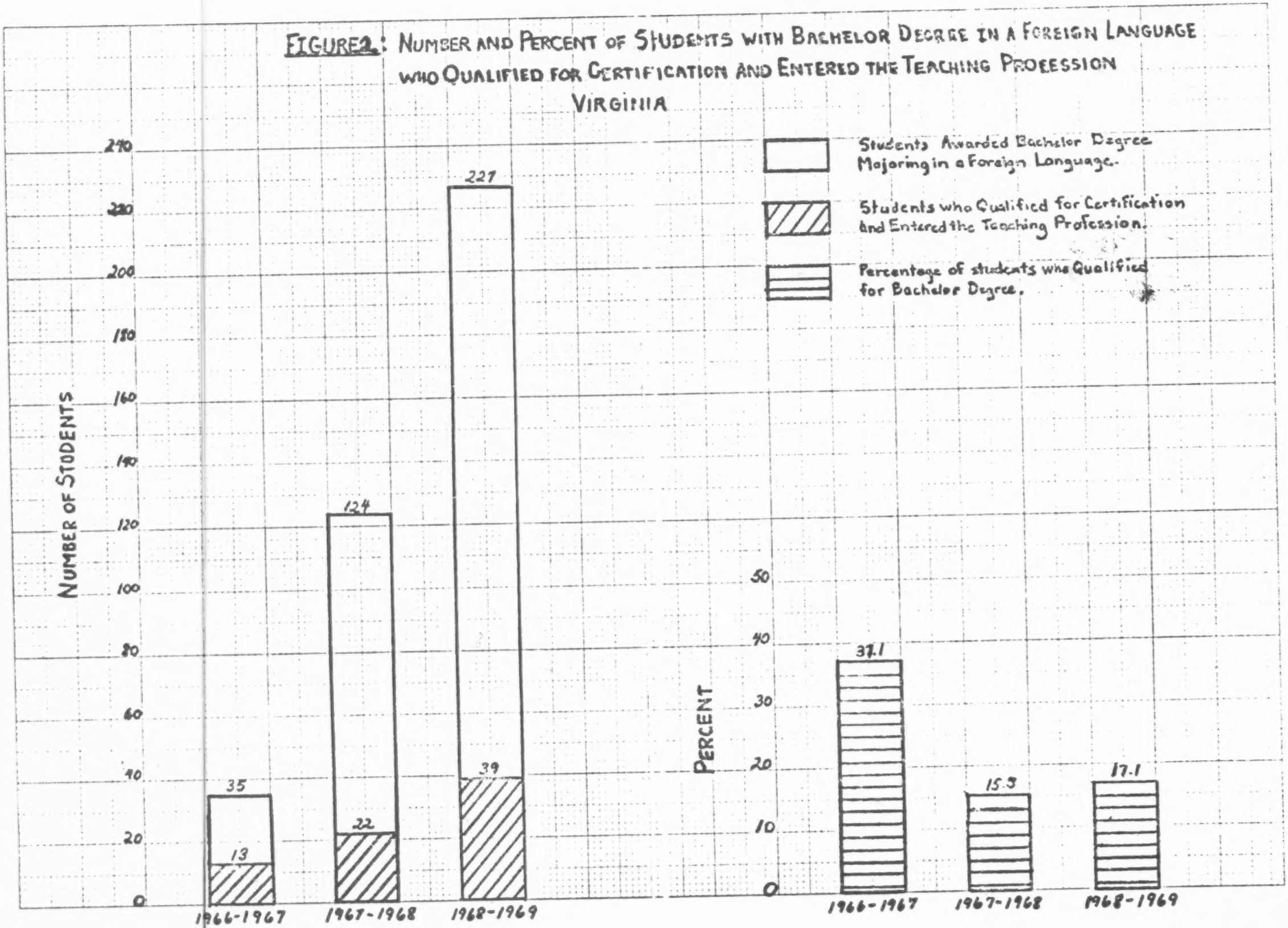


FIGURE 2: NUMBER AND PERCENT OF STUDENTS WITH BACHELOR DEGREE IN A FOREIGN LANGUAGE WHO QUALIFIED FOR CERTIFICATION AND ENTERED THE TEACHING PROFESSION VIRGINIA



QUESTIONNAIRE (Teacher training programs in foreign languages)

A. General Information

1. Percentage of the class graduating with a major in foriegn languages:
   1967_____ 1968_____ 1969_____
2. Percentage of foreign language majors who went into teaching with complete professional training which would qualify them for certification:
   1966_____ 1967_____ 1968_____
3. Percentage of foreign language majors who went into teaching with limited or no professional training:
   1966_____ 1967_____ 1968_____
4. Percentage of foreign language majors who went into teaching on the following levels:
   1966 - Elementary_____ 1967 - Elementary_____ 1968- Elementary_____
   Secondary_____ Secondary_____ Secondary_____
   Higher_____ Higher_____ Higher_____
5. In the current academic year (1968-69), how many students are involved in the teacher-training programs in foreign languages?
   Total_____ Latin_____ English for speakers of other languages_____
   French_____ Portuguese____ Other (specify)_____
   German_____ Russian_____
   Italian_____ Spanish_____
6. Do you have a complete teacher-training program leading to certification?
   _____ A partial program?_____ Lacking: Special Methods course_____
   General methods_____
   Student-teaching_____
   Psychology_____
   Social Foundations_____
   Other (specify)_____
7. Is there a special program for training
   a. FLES teachers?_____ Regular?_____ Fifth year?_____
   b. Secondary teachers?_____ Regular?_____ Fifth year?_____
   c. Teachers for two-year community (junior) colleges?_____
   d. Graduate teaching assistants?_____
8. Who is assigned direct responsibility for administering teacher-training programs (Foreign Language Department, Education Department, Joint appointment in Foreign Languages and Education)

FLES_____ Community Colleges_____

Secondary_____ Graduate Assistants_____

B. Content

1. How many hours in foreign languages for graduation?

FLES_____: linguistics:_____
foreign language:_____

Secondary___: linguistics:_____
foreign language:_____

Without professional training_____: linguistics:_____
foreign language:___

M.A._____: linguistics:_____
foreign language:_____

M. Ed._____: linguistics:_____
foreign language:_____

2. Are split majors (two languages/English-f.l.) allowed?_____

3. Is there a junior year abroad?_____ Is the program sponsored by your school?_____ Language?_____ What percentage of F.L. majors (juniors) spent the junior year abroad in 1967-1968?_____ Is there a summer travel/study program at your school?_____ language?_____ What percentage of your F.L. majors spent the summer abroad in 1968?_____

4. Which of the following courses are required? Indicate the number of hours (credits) required for graduation.

Intensive FL courses_____
Conversation_____
Composition_____
Literature_____
Civilization_____

Linguistics (applied & theoretical)_____
Anthropology (Language and culture)_____
Area studies: history_____
geography_____
economics_____
Clinical courses_____

C. Professional

1. Are there sequences of professional education courses available so that students can obtain teaching certificates from: D.C._____
Maryland_____ Virginia_____

2. How many hours in Education are required for graduation for students preparing to teach FLES_____.
Secondary_____
Higher_____

3. Which of the following courses are required? Indicate the number of hours (credits) required for graduation.
   a. General Methods of teaching: Elementary_____Secondary_____Higher___
   b. Special Methods of Teaching Foreign Languages: FLES___Secondary____ Higher_____
   c. Foundations of Education (Social, historical, philosophy, etc.)_____
   d. Media (A-V)_____
   e. Educational Psycholosy_____
   f. Human Development (adolescent, child)_____
   g. Psychology of language learning_____
4. How many student-teaching experiences are required (# of cycles)?_____
   Length of each student-teaching cycle (# of weeks)_____
   Full-day student teaching?_____Other (specify)_____
   General Supervisor?_____Foreign-language Supervisor?_____
   Joint Appointment (Education/FL)_____
5. Are there provisions for the training of cooperating teachers?_____
   Describe_____
6. Are there laboratory classes available for demonstration work in the teacher-training program?____On campus?____Off?____Where?_____
   Micro-teaching (video-taping) facilities available?_____
7. Are students required to take an FL test before being admitted to teacher education: FLES?_____Secondary?_____Higher?_____
8. Are students required to take the MLA Proficiency Test for Teachers and Advanced Students at graduation? FLES_____Secondary_____Higher_____

Greater Washington Association of Teachers of Foreign Languages

Appendix B

SURVEY OF TEACHER EDUCATION PROGRAMS IN FOREIGN LANGUAGES: MARYLAND COLLEGES AND UNIVERSITIES

PART A - General Information

1. Respond for all bachelor degree candidates majoring in foreign language.

Classes of	Number of Degrees Awarded	Number Who Qualified for Certification and Entered the Teaching Profession		
		FLES*	Secondary	Total
1966-67				
1967-68				
1968-69				

2. Indicate the number of junior and senior students (for the year 1968-69) with a foreign language major who are also enrolled in a teacher education program.

Major Language									
English Speaking Students									Non-English Speaking
French	German	Italian	Latin	Portuguese	Russian	Spanish	Hebrew	Other	English

3. Check the administrative mechanism(s) which describe your institution's teacher education program in foreign languages.

Teacher Education Program in Foreign Languages	Administered by Education Dept.		Administered by Foreign Language Dept.		Administered Jointly	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
FLES						
Secondary						
Graduate Assistants						

*FLES - Foreign Language in the Elementary School

PART B - Foreign Language Component of Programs Offered

1. Indicate the number of credit hours required for each degree program offered.

Field of Study	Undergraduate Programs			Graduate Programs	
	Teacher Education		Nonteacher Education		
	FLES	Secondary		M. Ed.	M. A.
Linguistics					
Foreign Language					

2. Indicate the number of credit hours required of a foreign language major who plans to teach.

Area of Study	No. of Credit Hours Required	Area of Study	No. of Credit Hours Required
Intensive foreign language courses		Civilization	
Advanced Conversation		Linguistics (Applied & Theoretical)	
Advanced Composition		Clinical Courses (e.g. Diagnostic & Remedial)	
Literature		Anthropology (Language & Culture)	

Area Studies in which the Language of Instruction is:	No. of Credit Hours Required		
	History	Economics	Geography
English			
A Foreign Language			

3. Are double majors allowed (e.g. Spanish and French or Spanish and mathematics)? YES [ ] NO [ ]

4. Indicate the number of foreign language majors participating in travel/study programs and the language involved; if none, indicate "None."

Foreign Language	Number of Participating Students	
	Junior Year Abroad School Year 1967-68	Summer Travel/Study Summer 1968

PART C - Professional Component of Program

1. Do your professional education courses include an optional sequence which would enable a graduate to qualif for a teaching certificate in:

	YES	NO
Washington, D. C.	[ ]	[ ]
Virginia	[ ]	[ ]

2. Indicate the number of credit hours required of a foreign language major who plans to teach.

	Credit Hours Required	
	FLES	Secondary
General methods for teaching		
Special methods for teaching foreign language		
Foundations of education (social, historical, philosophical, etc.)		
Media (A-V)		
Educational psychology		
Human development (adolescent, child)		
Psychology of language learning		
Other (specify)		
Total required		

3. Enter information concerning your student teaching program.

Level	Number of Student Teaching Cycles Required	Length of Cycle (in weeks)	Length of Day (Give number of hours and also indicate full- or part-time)	Dept. Supervising Student Teaching (Check one)		
				Foreign Language	Education	Joint Supervision
FLES						
Secondary						

4. Are there provisions for preparing graduate students to teach undergraduate courses? YES [ ] NO [ ]

5. Are there provisions for training cooperating teachers? YES [ ] NO [ ]

If "YES," briefly describe the training program.

PART C - Professional Component of Program (continued)

6. Do you use simulated experiences, e.g. video tape recordings, as part of your teacher education program in foreign language? YES [ ] NO [ ]

7. Are laboratory classes available for demonstration work in the teacher education program? YES [ ] NO [ ]

   If "YES": On campus YES [ ] NO [ ]
   Elsewhere (Location) _____

8. Are students required to take an oral proficiency test in foreign language before being accepted into the teacher education program in:

	YES	NO
FLES	[ ]	[ ]
Secondary	[ ]	[ ]

9. Are students required to take the MLA Proficiency Test for Teachers and Advanced Students before graduation

	YES	NO
FLES	[ ]	[ ]
Secondary	[ ]	[ ]

Please return by March 1, 1970 to:

Professor Jessica Goldin
Spanish Department
American University
Massachusetts and Nebraska Avenues, N.W.
Washington, D.C.

PR&E - 12/69

Appendix C

Washington, D.C.

PART A - GENERAL INFORMATION

College or University	-1- Percent class graduating with major in foreign language			-2- Percent foreign language majors into teaching with complete professional training for certification			-3- Percent foreign language majors into teaching with limited or no professional training			-4- Percent foreign language majors into teaching on following levels:								
										Elementary			Secondary			Higher		
	'67	'68	'69	'66	'67	'68	'66	'67	'68	'66	'67	'68	'66	'67	'68	'66	'67	'68
1	20	18	9	90	90	90	0	0	0	-	-	-	100	100	100	-	-	-
2	10	12	12	100	100	100	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	10	-	-	- 2/	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	4	8	9	-	-	-	50	25	25	-	-	-	50	25	25	-	-	-
6	<10	<10	<10	<10	<10	<10	-	-	-	<5 3/	<5	<5	100	100	100	0	0	0
7	7.5 1/	8.2	8	-	30	30	-	-	-	-	-	-	-	30	30	-	-	-
8	90	92	94	0	0	0	50	50	50	-	-	-	-	-	50	-	-	-

- = no information provided

1/ College Arts and Sciences

2/ Encourage MAT or MA for teachers

3/ FLES

Washington, D.C.

PART A - GENERAL INFORMATION

-5-

Number of students in teacher training programs Foreign Languages 1968-1969

College or University	Fr	Ger	Ital	Lat	Port	Rus	Sp	Eng	Other	Total
1	8	-	-	-	-	-	3	-	-	11
2	10	3	-	-	-	-	15	-	-	28
3	NO PROGRAM									0
4	-	-	-	-	-	-	-	-	-	0
5	9	-	-	-	-	-	-	-	-	9
6	-	-	-	1	-	-	-	-	-	37 [4/]
7	4	2	-	-	-	-	6	-	-	12
8	NO PROGRAM									0

-6-

Teacher training programs leading to certification

	Complete	Partial	Lacking					
			Spec Meth	Gen Meth	Stud Teach	Psy-col	Social Found.	Other
1	X		-	-	-	-	-	-
2	X		-	-	-	-	-	-
3		NONE	X	X	X	X	X	X
4		X [5/]						
5		X	-	-	X	-	-	-
6	X							
7	X							
8	NO PROGRAM							

4/ Includes 20 teachers taking in service work

5/ MAT program available

Washington, D.C.

PART A - GENERAL INFORMATION

College or University	- 7 - Special Program for training (a) FLES	(a) Regular	(a) 5th year	(b) Secondary	(b) Regular	(b) 5th year	(c) Jr. Colleges	(d) Grad. Teach. Assistants	- 8 - Assignment Responsibility Foreign Lang. Dept. (For FLES, community college, secondary & grad. assistants)	Ed. Dept.	Jt. appt. Foreign Lang &Ed.
1	-	-	-	Yes	Yes	-	-	-	-	X	-
2	No	Yes	No 6/	Yes	Yes	No 6/	No	No	-	-	X
3	No	No	No	-	-	-	-	Yes	-	-	-
4	No	No	No	No	No	No	No	No	-	X 6/	-
5	Yes	Yes	-	Yes	Yes	-	-	-	-	X 8/	-
6	Yes	Yes	No	Yes	Yes	No	No	No	-	-	X 9/
7	No	Yes	No	Yes	Yes	No	No	Yes	X 7/	-	X 10/
8	No	No	No	No	No	No	No	No	NO PROGRAM		

6/ MAT

7/ Graduate assistants

8/ Foreign language and education cooperate

9/ FLES and secondary

10/ Jt. appointment foreign language and Ed.

Washington, D.C.

PART B - Content

College or University	-1- Hours in Foreign Language for Graduation: FLES Ling.	FLES F.L.	Secondary Ling.	Secondary F.L.	Without Prof. training Ling.	Without Prof. training F.L.	M.A. Ling.	M.A. F.L.	Med. Ling.	Med. F.L.	-2- Split Majors Allowed	-3- Junior Year Abroad and Summer Travel: Y E S	N O	Spon. by School	Lang.	% F.L. Majors Jr. Yr. Abroad '67-'68	Summer Travel Prog. at School	Lang.	% F.L. Majors Summer Abroad '68
1	-	-	-	32-48	-	-	-	-	-	-	Yes		X	-	-	10	No	-	0
2	-	-	6	24	-	-	-	-	-	-	Yes		X	-	-	40	-	-	50
3	-	-	-	-	0	36	3 elective	18	-	-	Yes[15]	-	-	-	-	-	-	-	-
4	[12] (		4 ling;	28 - 32	F.L.	)					No	X		Yes	Ger.[16]	-	Yes	Ger., Sp. & Fr.	-
5	3 elective	46	-	-	-	-	-	-	-	-	-	X		No	Fr.	0	No	-	25
6	0	39[11]	0	39	0	0	0	0	0	0	Yes		X	-	-	-	No	-	0
7	-	-	3	30	3	43	(30	)[13]	-	-	Yes	X		No	Fr., Sp. Ger. & Rus.	-	Yes	Fr., Sp. & Rus.	-
8	-	-	-	-	12	40	(30	)[14]	0	0	No	X		No	Fr., Sp. Ger.& Arabic	25-30	Yes	Fr., Sp. Rus.	10

11/ Can be taken as elective

12/ No differentiation of category

13/ Lit. & Ling. or Lit. and/or Lang. & area studies

14/ M.S., in Ling. or Lang.

15/ Major-minor

16/ '69

Washington, D.C.

PART B - Content

-4- Courses Required; Hours

College or University	Intensive F.L.	Conversation	Composition	Lit.	Civilization	Ling. (Applied & Theoret)	Anthropology Lang.& Cult.	Area Studies Hist.	Geog.	Eco.	Clinical Courses
1	X	X	X	X.	X	(Some Programs Provide as Recommended)					
2	-	X	X	X	-	X	-	-	-	-	-
3	12	(6)		(18)		Grad.courses	0	-	-	-	-
4	-	-	-	X	X	X	-	-	-	-	-
5	12	-	-	34	-	-	-	-	-	-	-
6	0	X	X	X	-	0	0	-	-	-	-
7	17/ (16)		6	6	6	3	3	(15) 18/			-
8	22	-	6	6	6	12	-	0	0	0	0

17/ 12 credit hrs. in related subjects

18/ Combined lang. & area studies B.A. program admin. jointly with school Internat. Service

- Washington, D.C.

PART C - Professional

College or University	-1- Sequences of Prof. Ed. Courses Available Leading to Certification From: D.C.	Md.	Va.	-2- Hours in Education Required for Graduation for Students Preparing to Teach: FLES	Sec.	Higher	-3- Courses Required Hours (credits) for Graduation (a) Gen. Methods Ele.	Sec.	Higher	(b) Spec. Methods FLES	Sec.	Higher	(c) Foundations of Ed. (Social, Hist., Phil, etc.)	(d) Media (A-V)	(e) Ed. Psych.
1	Yes	Yes	Yes	-	21	-	-	X	-	-	X	-	X	-	X
2	Yes	Yes	Yes	-	26	-	-	4	-	-	3	-	-	-	3
3	No	No	No	-	-	-	-	X	-	-	-	-	-	-	-
4	Yes	Yes	Yes	No specific requirements			-	X	-	0	0	0	0	0	0
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Yes	Yes	Yes	18	18	-	2	2	-	2	2	-	-	Inc. in ed. courses	2
7	Yes	Yes	Yes	-	19	-	-	2	-	-	2	-	6	-	3 20/
8	No 19/	No	No	0	0	0	0	0	0	0	0	0	0	0	0

19/ Seq. of Prof. Ed. courses for Certif. added in '70

20/ Gen psych

- Washington, D.C.
PART C - Professional

-3- Courses Req., Cont.

-4- Student Teaching

College or University	(f) Human Development (adolescent, child)	(g) Psychology Language Learning	Student-teaching Exper. required # of cycles	Length of each cycle # weeks	Length of teach. day: Full day	Length of teach. day: Other	Supervisor: General Supervisor	Supervisor: F.L. Supervisor	Supervisor: Jt. appt. (Ed./F.L.)
1	X	-	1	8	X	-	X	-	-
2	3	-	1	16	-	half day	-	-	X
3	-	-	-	-	-	-	-	-	-
4	0	0	1	-	-	half day[21/]	-	-	X
5	-	-	-	-	-	-	-	-	-
6	2	-	1	9	X	-	-	-	X
7	-	-	1	9	Yes	-	-	-	X
8	0	0	0	0	0	0	0	0	0

21/ One semester

Washington, D.C.

PART C - Professional

College or University	-5- Training of Cooperating Teachers: Provision for Yes or No	Describe	-6- Lab Classes for Demonstration in Teacher Training Program: Yes or No	On Campus	Off	Where	Availability micro-teaching (videotaping)	-7- Requirement to Take F.L. Test for Admission to Teach. Education: FLES	Sec.	Higher	-8- Requirement to Take MLA Proficency Test for Teachers and Advanced Students at Graduation: FLES	Sec.	Higher
1	No		No	-	-	-	-	-	No	-	-	No	-
2	-		No	-	-	-	Yes	-	-	-	-	-	-
3	-		-	-	-	-	-	-	-	-	-	-	-
4	No		No	-	-	-	No	No	No	No	No	No	No
5	-		-	-	-	-	-	-	-	-	-	-	-
6	No		No	No	-	22/	Yes	No	No	-	No	No	-
7	No		Yes	-	Yes	Wash. area sch.	Yes	-	No	-	No	No	No
8	No		-	-	-	-	-	No	No	No	No	No	No

22/ Elementary Classes in FLES may be Observed

Appendix D

Maryland Colleges and Universities

PART A - General Information

-1- Bachelor Degree Candidates Majoring in Foreign Language

College or University	Number of Degrees Awarded			Number Qualified for Certification and Entered Teaching Profession								
				FLES			SECONDARY			TOTAL		
	66-67	67-68	68-69	66-67	67-68	68-69	66-67	67-68	68-69	66-67	67-68	68-69
1	11	15	22	-	-	-	4	5	4	4	5	4
2	-	28	33	-	-	-	-	-	-	-	-	-
3	6	10	5	-	-	-	2	6	2	2	6	2
4	4	3	5	-	-	-	1	2	1	1	2	1
5	27	20	19[3/]	-	-	-	6	6	6	6	6	6
6	10	10	10	-	-	-	5	1	4	5	1	4
7	1	1	1	-	-	-	1	1	1	1	1	1
8	10	9	13	-	-	-	10	9	13	10	9	13
9	4	4	9	-	-	-	2	2	7	2	2	7
10[1/]	-	-	57	-	-	-	-	-	57	-	-	57
11[2/]	8	12	4	-	-	-	8	11	4	8	11	4

- = No information provided 3/ Projected

1/ '69-'70

2/ MAT

Maryland Colleges and Universities

PART A - General Information

-2- Number of Junior and Senior Students ('68-'69) with Foreign Language Major and Enrolled in Teacher Education Program

College or University	MAJOR LANGUAGE English Speaking Students									Non-English Speaking
	French	German	Italian	Latin	Portuguese	Russian	Spanish	Hebrew	Other	English
1	12	-	-	-	-	-	1	-	-	-
2	28	8	-	-	-	-	19	-	-	-
3	6	-	-	-	-	-	-	-	-	1
4	4	-	-	-	-	-	1	-	-	-
5	5	0	-	1	-	0	1	-	-	-
6	6	-	1	-	-	-	6	-	-	-
7	3[4/]	-	-	-	-	-	0	-	-	-
8	7	4	-	1	-	-	1	-	-	-
9	8	-	-	-	-	-	4	-	-	-
10	34	3	-	1	-	-	19	-	-	-
11	6	2	-	2	-	-	4	-	-	-

4/ '69-'70

Maryland Colleges and Universities

PART A - General Information

-3- Administrative Mechanism Describing Institutions Teacher Ed. Program in Foreign Languages

College or University	FLES						SECONDARY					
	Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly		Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly	
	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.
1	-	-	-	-	-	-	-	-	-	-	X	-
2	-	-	-	-	-	-	-	-	-	-	X	-
3	-	-	-	-	-	-	-	-	-	-	X	-
4	-	-	-	-	-	-	-	-	-	-	X	-
5	-	-	-	-	-	-	X	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	X	-
7	-	-	-	-	-	-	-	-	-	-	X	-
8	-	-	-	-	-	-	X 5/	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	X	-
10	X	X	-	-	-	-	X	X	-	-	-	-
11	-	-	-	-	-	-	-	X	-	-	-	-

5/ Help in supervision from language dept.

Maryland Colleges and Universities

PART A - General Information

-3- Administrative Mechanism Describing Institution's Teacher Ed. Program in Foreign Languages, Cont.

College or University	GRADUATE ASSISTANTS					
	Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly	
	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	X	X	-	-	-	-
11	-	-	-	-	-	-

Maryland Colleges and Universities

Part B - Foreign Language Component of Programs Offered

- 1 - Number of Credit Hours for Each Degree Program Offered.

College or University	LINGUISTICS					FOREIGN LANGUAGE				
	Undergraduate			Graduate		Undergraduate			Graduate	
	Teacher Ed.		Non Teacher Ed.	M. Ed.	M.A.	Teacher Ed.		Non Teacher Ed.	M. Ed.	M.A.
	FLES	Secondary				FLES	Secondary			
1	-	2	-	-	-	-	24	-	-	-
2	-	-	-	-	-	-	24 8/	24 8/	-	-
3	-	-	-	-	-	-	36	42	-	-
4	-	-	-	-	-	-	130	130	-	-
5	-	-	-	-	-	-	30 8/	30 8/	-	-
6	-	3	-	-	-	-	24	-	-	-
7	-	3 6/	3 6/	-	-	-	33	33	0	-
8	-	-	-	0	-	-	30	-	0	-
9	-	3	3	15 7/	-	-	24 8/	24 8/	7/	-
10	-	3	-	3	-	-	39	36	15	30
11	-	-	-	-	-	-	-	-	-	9;21 9/

- = no information provided

6/ course in English

7/ Divided between linguistics and foreign language. No students currently enrolled.

8/ Beyond intermediate

9/ 2 programs

Maryland Colleges and Universities

Part B - Foreign Language Component of Programs Offered

- 2 - Credit hours required of foreign language major who plans to teach.

College or University	Intensive F.L. Courses	Advanced Conversation	Advanced Composition	Literature	Civilization	Linguistics	Clinical Courses	Anthropology	Area studies in which language of instruction is: English credit hours required: History	Economics	Geography	Foreign language credit hours required: History	Economics	Geography
1	20	Conversation in all classes	4	21	-	2	-	-	-	-	-	-	-	-
2	-	3	6	6	-	-	-	-	-	-	-	X	-	X
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	3	3	12	6	3	-	-	-	-	-	-	-	-
5		30 8/			-	-	-	-	-	-	-	-	-	-
6	-	6	6	12	-	3	-	-	-	-	-	-	-	-
7	0-6	3	3	18-24 10/	- 11/	3 6/	0	- 11/	12	-	6	-	-	-
8	12	2	-	-	- 12/	-	-	-	-	-	-	0	0	0
9	-	3	3	6	3	3	-	-	- 13/	- 13/	- 13/	-	-	-
10	12	6	4	12	3	3	-	-	-	-	-	6	0	0
11	Non-specified since MAT students come with an undergraduate major in language.								-	-	-	-	-	-

10/ In foreign language with some use of English. e.g. some translation

11/ included in other course

12/ included in lit.

13/ Courses available on elective basis in English

Maryland Colleges and Universities

Part B - Foreign Language Component of Programs Offered

College or University	- 3 - Double Majors Allowed? Yes	No	- 4 - Number of foreign language majors participating in travel/study programs and language involved. Junior year abroad 1967-1968 Number of students: French	Spanish	German	Summer travel/study Summer - 1968 Number of students: French	Spanish	German	Russian
1	X [14]		6 [17]	1	-	3	2	-	-
2	X		-	-	-	2	-	-	-
3	-	-	4 [18]	-	-	2 [20]	-	-	-
4		X	1	-	-	-	2	-	-
5	X		1	2	1	-	-	-	1
6		X	2 [19]			4 [19]			
7	X		0	0	0	0	0	0	0
8	X		2	-	1	2	-	1	-
9	X		-	-	-	2	3	-	-
10		X [16]	4	3	-	4	3	-	-
11	X [15]		None - but most students spent junior year abroad						

14/ Called major and minor - Often equivalent of double major.

15/ But only related majors

16/ Unless students wish to go to school another year.

17/ One semester
1 France
1 Spain

18/ 1968-1969
7 French
1 Spanish

19/ Language not specified

20/ 1968-1969
2 French

Maryland Colleges and Universities

Part C - Professional Component of Program

- 1 -

College or University	Do professional education courses include optional sequence enabling graduate to qualify for teaching certificate in: Wash., D.C. Yes	Wash., D.C. No	Virginia Yes	Virginia No
1		X		X
2	X		X	
3	X		X	
4	-	-	-	-
5		X		X
6	X		X	
7	-	-	-	-
8	X		X	
9	X		X	
10	X		X	
11	X		X	

- 2 -

Number of credit hours required of foreign language major who plans to teach

CREDIT HOURS REQUIRED

College or University	Gen. meth. for teaching FLES	Gen. meth. for teaching Sec.	Spec.meth. for teaching F.L. FLES	Spec.meth. for teaching F.L. Sec.	Found. of Ed. FLES	Found. of Ed. Sec.	Media (A-V) FLES	Media (A-V) Sec.	Ed. Psych. FLES	Ed. Psych. Sec.	Human Devel. (adolescent & child) FLES	Human Devel. (adolescent & child) Sec.	Psych.of language learning FLES	Psych.of language learning Sec.	Other (specify) FLES	Other (specify) Sec.	Total Required FLES	Total Required Sec.
1	-	2	-	2	-	3	-	-	-	3	-	-	-	-	-	-	-	10
2	-	3	-	3	-	3	-	1	-	3	-	3	-	-	-	-	-	16
3	-	3	-	2	-	3	-	-[23]	-	3	-	3	-	-	-	2[27]	-	16
4	-	3	-	2	-	3	-	-	-	3	-	-	-	-	-	-	-	11
5	-	3-1/3	-	1-2/3	-	3-1/3	-	-[23]	-	3-1/3	-	-	-	-	-	-	-	11-2/3
6	-	-	-	3	-	3	-	3[24]	-	3	-	-[26]	-	-	-	-	-	12
7	-	-	-	3	-	-	3[22]	3	-	-	-	-	-	-	-	-	-	6
8	-	3	-	2	-	2	-	2	-	3[25]	-	3[25]	-	-	-	2[28]	-	14
9	-	-	-	3	-	3	-	-	-	-	-	3	-	-	-	1,3[29]	-	13
10	-	3	3[21]	3	-	3	-	3	-	-	-	6	-	-	-	-	-	18
11	-	3	-	3	-	3	-	-	-	3	-	-	-	-	-	-	-	12

21/ If student is going into element. ed.

22/ element. ed., but no official FLES

23/ Included in general methods

24/ Resources & Curriculum

25/ 3 in Ed. Psych. or in human devel.

26/ 6 elective

27/ Evaluation in ed. ('69-'70)

28/ Curriculum in secondary schools

29/ Introduct. to Ed. & Principles of Ed.

Maryland Colleges and Universities

Part C - Professional Component of Program

College or University	-3- Information concerning student teaching program: No. of student teaching cycles required. FLES	Sec.	Length of cycle weeks FLES	Sec.	Length of day: Hours FLES	Sec.	Full or Part-time FLES	Sec.	Dept. supervising student teaching: Foreign lang. FLES	Sec.	Education FLES	Sec.	Joint supervision FLES	Sec.	-4- Provisions for prepar. grad. students to teach undergrad. courses: Yes	No	-5- Provisions for training cooperating teachers: Yes (describe)	No
1	-	1	-	8	-	6	-	Full	-	X	-	-	-	-		X 31/	X 32/	
2	-	1	-	-	-	-	-	-	-	-	-	X	-	-		X		X
3	-	1	-	8	-	5	-	Full	-	-	-	-	-	X		X		X
4	-	1	-	9	-	8	-	Full	-	-	-	-	-	X		X		X
5	-	1	-	10	-	6	-	4 full days per week	-	-	-	-	-	X		X 31/		X
6	-	-	-	6	-	6	-	Full	-	-	-	X	-	-		X		X
7	-	1	-	8	-	7-7 1/2	-	Full	-	-	-	X	-	-		X 31/		X
8	-	1	-	8	-	7	-	Full	-	-	-	-	-	X		X		X
9	-	1	-	9	-	6	-	Full	-	-	-	X 30/	-	-		X		X
10	1	1	8	8	7	7	Full	Full	-	-	X	X	-	-	X		X 33/	
11	-	1	-	16	-	6-1/2	-	Full	-	-	-	X	-	-		X		X

30/ Some participation by MFL Department

31/ No graduate students in foreign languages

32/ Workshop held throughout year

33/ A number of workshops held locally and away from campus offered by office of lab experiences

Maryland Colleges and Universities

Part C - Professional Component of Program

College or University	-6- Use of simulated experiences e.g. video tape recordings as part of teach. ed. program in F.L.		-7- Lab classes for demonstration work in teacher ed. program			-8- Students required to take oral proficiency test in foreign lang. before being accepted into teacher ed. program in				-9- Students required to take MLA proficiency test for teachers and advanced students before graduation			
			YES			NO							
	Yes	No	On campus Yes	On campus No	Elsewhere (location)	FLES Yes	FLES No	Secondary Yes	Secondary No	FLES Yes	FLES No	Secondary Yes	Secondary No
1		X	X						X				X
2	X		X						X				X
3	X		X					X					X
4	X			X				X					-
5		X		X	in other schools				X				X
6	X			X	in other schools			X			X		
7	X			X	in other schools				X 35/				X
8	X			X	in other schools				X				X
9	X 34/			X	in other schools				X				X 36/
10		X				X	X		X	X			X
11	X					X			X				X

34/ Some micro teaching in methods course

35/ Personal counseling discourages poor ones

36/ Plan to start next year

Appendix E

Virginia Colleges and Universities

PART A - General Information

Bachelor Degree Candidates Majoring in Foreign Language

College or University	Number of Degrees Awarded			Number Qualified for Certification and Entered Teaching Profession								
				FLES			SECONDARY			TOTAL		
	66-67	67-78	68-69	66-67	67-68	68-69	66-67	67-68	68-69	66-67	67-68	68-69
1	9	13	28	0	3	8	7	11	25	7	14	33
2	4	6	9	0	0	0	Approx. 70%			-	-	-
3	-	-	4	-	-	-	-	-	-	-	-	-
4	16	41	42	2	2	2	4	7	11	6	9	13
5	0	52	134	0[2/]	0	0	0	0	0	0	0	0
6	6	6	8	-	-	-	2	4	3	2	4	3
7	0	6	6	-	-	-	-	-	-	-	-	-
8[1/]	-	-	-	-	-	-	-	-	-	-	-	-
9[1/]	-	-	-	-	-	-	-	-	-	-	-	-

\- = No information provided

1/ Data from Questionnaire I
8 has an MAT Program

2/ Although no FLES, require 30 hr field of concentration for elementary teacher.

Virginia Colleges and Universities

PART A - General Information

-2- Number of Junior and Senior Students ('68-'69) with Foreign Language Major and Enrolled in Teacher Education Program

College or University	MAJOR LANGUAGE: English Speaking Students									Non-English Speaking
	French	German	Italian	Latin	Portuguese	Russian	Spanish	Hebrew	Other	English
1	18	2	-	0	-	-	17	-	-	-
2	3	-	-	-	-	-	1	-	-	-
3	0	0	0	0	0	0	0	0	0	0
4	7	-	-	-	-	-	6	-	-	-
5	2	0	0	0	0	0	3	0	0	0
6	5	1	-	-	-	-	6	-	-	-
7	-	-	-	-	-	-	-	-	-	-
8	52	-	-	11	-	-	56	-	-	-
9	7	1	0	1	0	0	3	-	1[3/]	0

3/ Greek

Virginia Colleges and Universities

PART A - General Information

-3- Administrative Mechanism Describing Institution's Teacher Ed. Program in Foreign Languages

College or University	FLES						SECONDARY					
	Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly		Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly	
	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.
1	X	-	-	-	X	-	X	-	X	-	X	-
2	No Program for Elementary Teacher Preparations						-	-	-	-	X	-
3	No Teacher Education Program in Foreign Languages											
4	X	-	-	-	-	-	X	-	-	-	-	-
5	0	0	0	0	0	0	0	0	0	0	X	0
6	-	-	-	-	-	-	X	-	X	-	X	-
7	-	-	-	-	-	-	X	-	-	-	-	-
8	No FLES Program						-	-	-	-	X	-
9	No FLES Program						-	-	-	-	X	-

Virginia Colleges and Universities

PART A - General Information

-3- Administrative Mechanism Describing Institutions Teacher Ed. Program in Foreign Languages, Cont.

College or University	GRADUATE ASSISTANTS					
	Admin. by Ed. Dept.		Admin. by F.L. Dept.		Admin. Jointly	
	Undergrad.	Grad.	Undergrad.	Grad.	Undergrad.	Grad.
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	No Program					
4	-	-	-	-	-	-
5	0	0	0	0	0	0
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	No Program					
9	Partial Program					

Virginia Colleges and Universities

Part B - Foreign Language Component of Programs Offered

-1- Number of Credit Hours for Each Degree Program Offered

College or University	LINGUISTICS					FOREIGN LANGUAGE				
	Undergraduate			Graduate		Undergraduate			Graduate	
	Teacher Ed.		Non Teacher Ed.	M. Ed.	M.A.	Teacher Ed.		Non Teacher Ed.	M. Ed.	M.A.
	FLES	Secondary				FLES	Secondary			
1	0	0	0	-	-	20	32	32	-	-
2	-	-	-	-	-	-	30	-	-	-
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	26[5/]	-	-
5	0	0	0	0	0	0	42[4/]	42[4/]	0	0
6	-	-	-	-	-	-	15	24	-	-
7	No Degree Program					-	Quarter Hrs. 189	-	-	-
8	0	0	0	0	0	[	30	]	-	-
9	-	-	-	-	-	[	30	]	-	-

4/ Includes hrs which may be allowed for advanced standing.

5/ 12 hrs in related field

Virginia Colleges and Universities

Part B - Foreign Language Component of Programs Offered

-2- Credit Hours Required of Foreign Language Major Who Plans to Teach

College or University	Intensive F.L. Courses	Advanced Conversation	Advanced Composition	Literature	Civilization	Linguistics	Clinical Courses	Anthropology	Area studies in which language of instruction is: English, credit hours required: History	Economics	Geography	Foreign language, credit hours required: History	Economics	Geography
1	17	3	3	6	3	0	0	0	-	-	-	-	-	-
2	30	-	-	-	-	-	-	-	6	0	0	6	0	0
3	12	3	3	18	-	0	0	0	-	-	-	-	-	-
4	-	2	6	18	-	-	-	-	6	(6 or 6)[8]		-	-	-
5	12[6]	3	-	6	-	-	-	-	0	0	0	0	0	0
6	24	3	3	18	0	0	0	0	0	0	0	0	0	0
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	6	6	6	2	0	-	0	[7] [History 6	Geography 6]				
9	-	3	3	optional	0	optional	-	0	0	0	0	0	0	0

6/ 21 hours electives in addition to 21 hours listed

7/ Distribution Unspecified

8/ Degree requirements. Not limited to major requirements.

Virginia Colleges and Universities

PART B - Foreign Language Component of Programs Offered

College or University	-3- Double Majors Allowed? Yes	No	-4- Number of Foreign Language Majors Participating in Travel/Study Programs and Language Involved. Junior year abroad 1967-1968 Number of students French	Spanish	German	Summer travel/study Summer - 1968 Number of students French	Spanish	German	Russian
1	X		1	-	-	1	2	2	-
2		X	1[9]	-	-	-	-	1	-
3		X	0	0	0	0	0	0	
4	X		4	3	1	-	3	-	-
5	X		0	0	0	0	0	0	
6	X		1	1	-	4	2	1	-
7	-	-	-	-	-	-	-	-	-
8		X	No Junior Year Abroad			General Cultural Program			
9		X	No Junior Year Abroad[10]			X[11]			

9/ 1966-1967 Major

10/ 3 students spent Jr. year abroad

11/ No. no specified

Virginia Colleges and Universities

PART C - Professional Component of Program

-1-

-2-

Number of Credit Hours Required of Foreign Language Major who Plans to Teach

College or University	Do professional education courses include optional sequence enabling graduate to qualify for teaching certificate in: Wash.,D.C. Yes	Wash.,D.C. No	Virginia Yes	Virginia No	CREDIT HOURS REQUIRED: Gen. meth. for teaching FLES	Gen. meth. for teaching Sec.	Spec.meth. for teaching F.L. FLES	Spec.meth. for teaching F.L. Sec.	Found. of Ed. FLES	Found. of Ed. Sec.	Media (A-V) FLES	Media (A-V) Sec.	Ed. Psych. FLES	Ed. Psych. Sec.	Human Devel. (adolescent & child) FLES	Human Devel. (adolescent & child) Sec.	Psych. of language learning FLES	Psych. of language learning Sec.	Other (specify) FLES	Other (specify) Sec.	Total Required FLES	Total Required Sec.
1	X		X		3	3	3	3	6	6	-	-	-	-	6	6	-	-	19[14]	3	37	21
2	X		X		0[12]	3	0	.	0	-	0	-	0	3	0	3	0	-	0	-	0	9
3		X		X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	X		X		-	-	-	6	-	3	-	-	-	-	-	3	-	-	-	-	-	12
5	X		X		3[13]	3	-	-	3	3	-	3	3	3	-	-	-	-	14[15]	-	9+	9
6	X		X		-	3	-	0	-	3	-	-	-	-	-	3	-	-	-	-	-	9
7	-	-	X		0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
8	-	-	X		-	-	-	-	-	6	-	2	-	2	-	2	-	-	-	-	-	12
9	-	-	X		-	-	-	X	-	X	-	-	-	X	-	-	-	-	-	-	-	-

12/ No elementary program of teacher preparation

13/ The hrs. listed in "item 2" do not include student teaching. 8 hrs. of credit at element. level, 6 hrs. of credit in high school

14/ FLES Art 3, reading 3 math 4, P.E. 2 science 4,econ. 3 sec. history 3.

15/ Teach. of sci., reading, lang., arts, child.'s lit. music, etc.

Virginia Colleges and Universities

PART C - Professional Component of Program

College or University	-3- Information concerning student teaching program: No. of student teaching cycles required FLES	Sec.	Length of cycle weeks FLES	Sec.	Length of day: Hours FLES	Sec.	Full or Part-time FLES	Sec.	Dept. supervising student teaching: Foreign lang. FLES	Sec.	Education FLES	Sec.	Joint supervision FLES	Sec.	-4- Provisions for prepar. grad. students to teach undergrad. courses: Yes	No	-5- Provisions for training cooperating teachers: Yes (describe)	No
1	1	1	8	8	7	7	Full	Full	-	-	X	-	-	X		X		X
2	-	1	-	9	-	2	-	Full	-	-	-	X	-	-		X		X
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0		X		X
4	-	1	-	-	-	-	-	-	-	-	-	X	-	-		X 17/	-	-
5	1 16/	1	8-1/2	17	7	3-1/2	Full	Part	-	-	X	X	-	-	X			X
6	-	1	-	16	-	2	-	-	-	-	-	-	-	X		X		X
7	-	1	-	-	-	-	-	-	-	-	-	X	-	-	-	-	-	-
8	-	1	-	10	-	-	-	Full	-	X	-	-	-	-	-	-		X
9	-	1	-	12	-	-	-	Part	-	-	-	X	-	-	-	-		X

16/ In high school one fifth of students full-time

17/ No graduate students

Virginia Colleges and Universities

PART C - Perfessional Component of Program

College or University	-6- Use of simulated experiences e.g. video tape recordings as part of teach. ed. program in F.L. Yes	No	-7- Lab classes for demonstration work in teacher ed. program YES On campus Yes	No	Elsewhere (location)	NO	-8- Students required to take oral proficiency test in foreign lang. before being accepted into teacher ed. program in FLES Yes	No	Secondary Yes	No	-9- Students required to take MLA proficiency test for teachers and advanced students before graduation FLES Yes	No	Secondary Yes	No
1	X		X		in other schools			X		X		X		X[19]
2		X				X				X				X
3		X				X	..	-	-	-		X		X
4	X		X				X[18]		X					X[20]
5	X		-					X		X		X		X
6		X				X	-	-		X				X
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8		X				X	..	-		X				X
9		X				X	..	-		X				X

18/ If they are foreign lang. majors

19/ Strongly recommended

20/ Optional